

Data Report Item 1. Percent of Students Receiving Special Education Services

Item No	Compliance Test	Compliance Standard	Legal Citations	Other Guidance	Compliant	Noncompliant	Not Applicable	Comments
1-1-1	Does the LEA locate and identify all students, 0-21, in need of special education and related services residing in its jurisdiction, including (a) students in private schools, including religious and parochial schools; (b) students who are homeless; and (c) students who are migrant?	The district must maintain evidence that it carries out its policies and procedures.	20 USC 1412 (a)(3)(A)(a)(10)(iii) 34 CFR 300.125(1) and (2), 34 CFR 300.451(a) 30 EC 56301 5 CCR 3023	There is evidence that the district carries out its policies and procedures. This evidence may include logs, correspondence, scheduled meetings with outside agencies, posters, brochures, public awareness activities, etc. In addition, there is evidence that students (including homeless, migrant and private school students) are sought and located. Can staff describe how they identify, locate and evaluate students in private schools? Students that are homeless? Migrant students?				
2-2-2	Is there evidence that the assessment will be comprehensive?		34 CFR 300.532 30 EC 56320 (b), 30 EC 56321 5 CCR 3022					
2-2-2.1	Are assessments administered in the child's primary language or mode of communication?	If student's primary language on assessment plan or other documentation is other than English, then assessments are conducted in the primary language/mode of communication unless clearly not feasible to do so	20 USC 1414(b)(3)(A)(ii), 20 USC 1412 (a)(6)(b) 34 CFR 300.532 30 EC56320(b)(1)	Look for students LEP status, home language, and dominant language noted on the referral for assessment and on the assessment plan. Look for evidence that tests are administered in languages or mode of communication appropriate for the child.				
2-2-2.6	Are assessments performed in all areas related to the suspected disability by qualified personnel using technically sound instruments, and include, when appropriate, the following areas:	Areas assessed reflect those indicated in the referral and/or the assessment plan.	20 USC 1414 (b)(3)(C) 34 CFR 300.532(g) 30 EC 56320(e), 30 EC 56320(f)					

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2-2-2.6.1	As appropriate, do assessments include health and development?	Health and development history is completed for all initial assessments, as appropriate; health and development history is on the assessment plan.	34 CFR 300.532(g) 30 EC 56320(f), 30 EC 56327(e)	Health and development history is completed initial assessments, as appropriate; health and development history is on the assessment plan.				
2-2-2.6.2	As appropriate, do assessments include vision, including low-vision?	Vision screened within the previous year of an initial assessment and a three year review.	34 CFR 300.532(g) 30 EC 56320(f), 30 EC 56352	Vision assessed within the previous year of an initial assessment and a three year review; vision addressed in the assessment report; vision addressed on the IEP. Indication of referral/consult with school nurse. Low vision and functional vision assessment for students with visual impairments.				
2-2-2.6.3	As appropriate, do assessments include hearing?	Hearing screened within the previous year of an initial assessment and a three year review.	34 CFR 300.532(g) 5 CCR 3027	Hearing addressed in the assessment report; hearing addressed on the IEP. Indication of referral/consult with school nurse.				
2-2-2.6.4	As appropriate, do assessments include social and emotional (behavior) status?	As included in assessment plan	34 CFR 300.532(g) 30 EC 56320(f)	Social, emotional, behavior status checked on the assessment plan as an area of assessment and addressed in the assessment report; addressed on the IEP.				
2-2-2.6.5	As appropriate, do assessments include general intelligence and ability?	As included in assessment plan	34 CFR 300.532(g) 30 EC 56320(f)	The assessment plan and the assessment report addressed cognitive/general ability of the child.				
2-2-2.6.6	As appropriate, do assessments include self-help?	As included in assessment plan	30 EC 56320(f)	The assessment plan and the assessment report addressed self help				
2-2-2.6.7	As appropriate, do assessments include academic performance?	As included in assessment plan	34 CFR 300.532(g) 30 EC 56320(f)	Academic performance is addressed on the assessment plan and the assessment report. The IEP contains information about the child's academic performance in all areas affected by the disability.				

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2-2-2.6.8	As appropriate, do assessments include orientation and mobility?	As included in assessment plan	30 EC 56320(f)	Orientation and Mobility assessed when indicated on the Assessment Plan. Addressed in the Assessment Report when assessed and when appropriate. Addressed on the IEP when appropriate.				
2-2-2.6.9	As appropriate, do assessments include communication status and language function,	As included in assessment plan	34 CFR 300.532(g) 30 EC 56320(f)	Communicative Development indicated on the Assessment Plan when appropriate and addressed in the Assessment Report when appropriate. Addressed on the IEP.				
2-2-2.6.10	As appropriate, do assessments include motor abilities?	As included in assessment plan	34 CFR 300.532(g) 30 EC 56320(f)	Perceptual-Motor Skills are also assessed when indicated on the assessment plan. Addressed in the assessment report when assessed and when appropriate. Addressed on the IEP when appropriate.				
2-2-2.6.11	As appropriate, do assessments include career and vocational abilities?	Career/vocational indicated on the assessment plan when the student is 14 years or older or earlier when appropriate.	30 EC 56320(f)	Career/vocational indicated on the assessment plan when the student is 14 years or older or earlier when appropriate. Career/Vocational addressed in the Assessment Report when the student is 14 years or older or when appropriate. Addressed on the IEP and on the ITP when the student is 14 years or older or earlier when appropriate.				

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2-2-2.7	Are a variety of tools and strategies used to gather functional and developmental information to determine eligibility and the content of the IEP? Do the tools and strategies directly assist persons in determining the educational needs of the child?	More than one strategy/tool is used to assess the child. Assessments relate to referral information and to all areas indicated on the assessment plan.	20 USC 1414(b)(2)(A) 34 CFR 300.532 (b), 34 CFR 300.532(j), 34 CFR 300.534(a)(2) 30 EC 56320(e)	Assessments relate to referral information and to all areas indicated on the Assessment Plan. Assessment Report addresses all assessment reports (including DIS, Health and Development History, and private assessments). The assessment documents the required discrepancy for LD eligibility and includes a variety of sources, including teacher/staff/parent. Assessment includes a statement of validity, especially when a translator is used. The assessment is completed before the IEP meeting. A copy of the Assessment Report is available for the parent/s at or prior to the IEP meeting.				
2-2-2.8	Are evaluations for severe and low incidence disabilities are conducted by persons knowledgeable of that disability that attend to the need for specialized services, materials and equipment consistent with guidelines for: Deaf-Blind, Deaf and Hard of Hearing, Visually Impaired, and Severely Orthopedically Impaired?	LEA has documentation of the qualifications and specialized training of assessors. Assessments are consistent with specific program guidelines.	34 CFR 300.23 30 EC 56136, 56320(g), 56327(h), 56352(a)	Assessments are consistent with specific program guidelines. Assessment reports recommend specialized materials and equipment when appropriate. Assessment tools are appropriate for specific low incidence populations. Look at the Assessment Plan, the Assessment Reports and the IEP.				
2-2-3	Is an appropriate reassessment of the child conducted to determine continued eligibility, prior to transitioning from kindergarten to first grade?	Student record indicates that the need for reassessment was discussed and that assessments were conducted as needed.	30 EC 56445	Look for assessments conducted before transition to kindergarten, notations in the IEP or other notes in the record. Look to see if the district has policies and procedures for assessing preschoolers prior to transition				

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2-2-5	Does the assessment include information related to enabling the child to be involved in and progress in the general curriculum?	The student record must contain information that assesses the student's capacity for involvement and progress in the general curriculum.	20 USC 1414(b)(2)(A) 34 CFR 300.532(b)	Check the Assessment Report/teacher report for description examples; review any coordination/involvement of general education in the Assessment Report; review any coordination/involvement of general education on the IEP.				
2-2-5.1	Do assessment procedures ensure that materials are selected and administered that reflect the individual's skills and aptitude levels? If a test is administered to a child with impaired sensory, manual, or speaking skills, does the test accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure)?	Assessment report or other assessment documentation must include discussion of extent to which assessment reflects student's skill and aptitude levels.	34 CFR 300.532 (e) 30 EC 56320(d)	The assessment addressed areas indicated on the Assessment Plan. The Assessment Report includes statements of validity, age, purposes, use of interpreter, nondiscriminatory techniques, methods, and materials used for ethnically and culturally diverse students. Test reports and protocols document that assessments are in the student's primary language, as appropriate.				
2-2-5.2	Do assessment procedures ensure that IQ tests are not administered to African-American students?	Student records indicate that an IQ measure was not administered to an African-American student.	Larry P. vs Riles	Review the plan, assessment report and other assessment information. Determine if the Assessment Plan indicated alternative assessments to obtain information about cognitive development. Were the alternative assessments administered as appropriate? Interview staff and parents				

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2-2-5.3	Do assessment procedures ensure that materials are used to assess specific areas of educational need and do not only utilize procedures that provide a single IQ score?	Student record documents use of multiple types of measures as indicated	30 EC 56320(c)	Description of assessment materials on the assessment plan and within the assessment report(s). Identification of a variety of sources including standardized tests, teacher report, health and developmental history, medical records, social and cultural background, adaptive behavior. The present level of performance on the IEP reflects the assessments.				
2-2-5.4	Does the LEA use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors?	Student record documents use of multiple types of measures as indicated	34 CFR 300.532(l)	Description of assessment materials on the assessment plan and within the assessment report(s). Identification of a variety of sources and include cognitive, behavioral, physical and developmental factors are all included. The present level of performance on the IEP reflects the assessments.				

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2-3-1	Do assessments result in a written report or reports, which include the findings of each assessment?	Assessment report or other assessment documentation must include discussion of extent to which assessment reflects student's skill and aptitude levels.	34 CFR 300.534 30 EC 56327 5 CCR 3023	Look for written report(s) in the file. The assessment report must include, but not be limited to: (a) whether the student needs special education and related services, (b) the basis for making the determination, (c) the relevant behavior noted during the observation of the student in an appropriate setting, (d) the relationship of that behavior to the student's academic functioning, (e) the educationally relevant health and development, and medical findings, if any, (f) for students with learning disabilities where there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services, (g) a determination of the effects of environmental, cultural, or economic disadvantage, where appropriate, and (h) the need for specialized services, materials, and equipment for students with low incidence disabilities.				
2-3-1.1	Does the written report include results of tests administered in primary language by qualified personnel?	Assessment report must include documentation of language of assessment for children whose primary language is not English.	5 CCR 3023(a)	Look for a statement on the assessment report and on the IEP that addresses how the assessment addressed the student whose primary language is not English.				

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2-3-1.2	Does the written report include statement regarding validity of the assessment if the test was administered through an interpreter?	Report must include notation that validity may have been affected if translator is used	20 USC 1414(b)(3)(B)(i) 5 CCR 3023(a)	Look for a statement of validity in the Assessment Report when appropriate. For example, when an interpreter is used or alternative assessments were used.				
2-3-1.3	Does the written report include a description of the extent to which the assessment varied from standard conditions?	Must be included in report	34 CFR 300.532 (c) (2)	The description of tests used and validity of those tests is addressed in the Assessment Report.				
2-3-1.4	Does the written report include information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities?	Must be included in report	20 USC 1414(b)(2)(A)	Look for a statement in the Assessment Report and on the IEP that addresses recommendations to enable the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities				
2-3-1.5	Does the written report include whether the student needs special education and related services?	Must be included in report	30 EC 56327(a)	Look for a statement on the Assessment Report regarding recommendations for special education and/or related services. Consideration of eligibility criteria. Look in the IEP where the final determination is made by the team.				
2-3-1.6	Does the written report include relevant behavior noted during observation of the student in an appropriate setting?	Must be included in report	30 EC 56327(c)	Look for a statement in the Assessment Report. Look for anecdotes by teachers. Look for student study team notes. Look for parent input.				
2-3-1.7	Does the written report include educationally relevant health, developmental and medical findings, if any?	Must be included in report	34 CFR 300.532 (j) 30 EC 56327(e)	Indicated as an area of assessment on the assessment plan; the health and developmental history on the assessment report; addressed on the IEP.				

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2-3-1.8	Does the written report include determination of the effects of environmental, cultural, or economic disadvantage?	Must be included in report, if applicable	30 EC 56327(g)	Addressed within the assessment report.				
2-3-1.9	Does the written report include need for specialized services, materials, and equipment for students with low incidence disabilities?	Must be included in report	30 EC 56327(h)	Addressed within the assessment report and on the IEP				
2-3-1.10	Does the written report include consideration of independent assessment?	Must be included in report	30 EC 56329(b)	Indicated as an area of assessment on the assessment plan; addressed on the IEP.				
2-3-1.11	Does the written report include the basis for making the determination of eligibility?	The assessment report must include (a) statement(s) that indicate the whether student needs special education and related services and what assessment information that determination was based upon.	30 EC 56327(b)	The assessment report should indicate that the assessment was conducted prior to the determination of eligibility and should include description and analysis of the documentation to demonstrate that special education criteria are met, including the area of disability and the need for special education and related services..				